

Examination Papers - No. 91.

Form VI.

Pupil - Margaret Helen Erskine Cunningham - Age: 18.
(Dello)

Subjects

- 1 Scripture
- 2 Composition.
- 3 Literature.
- 4 History.
- 5 Every-Day Morals and Economics.
- 6 Geography.
- 7 Geology and General Science.
- 8 Biology, Botany, etc.
- 9 Astronomy.
- 10 Art Studies.
- 11 Drawing.

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Form VI

Scripture

Nello Cuninghame

I ques. Comment on the teaching of Hosea, Joel, Amos, Obadiah. Narrate, as far as you can in the language of the prophet, Joel's figure of the locust plague.

ans. Hosea was the prophet of the north of Palestine, Judaea was the country he prophesied about. He taught the people that if they did not become less heathenish God would destroy their country.

He takes as his example his wife who has been unfaithful to him & has deserted him, he shows them how dangerous it will be for them if they go on deserting God as his wife has deserted him.

Amos was a shepherd who kept a few good sheep & some sycamore trees, he was in Jerusalem.

In the same way he prophesied that Israel would also fall if the people did not stop idol-worshipping & become Christian. He warns them that God will be very angry with them if they do not become Christian soon.

He tells them that they will have plagues,

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or lack of harvest, there will be famine or storms throughout the land.

Obadiah is unknown, he is also a prophet of the south or he also tells the people in much the same language as the rest.

Joel another southern prophet prophesies the plague of locusts,

"There shall be darkness or gloominess over the land, Zion or Israel shall be destroyed, storms shall arise, or they shall eat the fats or the harvest. you shall be driven out of your houses, there will be fires or lightnings, .

If ye repent you of your sins then shall the Lord restore the destruction wrought by the caterpillar, cankerworm, or palmerworm. your fats or harvests shall be full, or Zion or Israel shall rejoice together."

ques. III Give the points of S^t Paul's defence, (a), before Felix, (b) Festus, (c) Agrippa.

ans. S^t Paul after having been tried by the chief captain at Jerusalem was sent to Caesarea to be tried by Felix the Roman governor.

Both Felix or Drusilla his wife are in the

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Court while S^r Paul is delivering his speech. Paul tells them that he is not guilty, he is teaching the people Christianity. He tells them about the vision he saw whilst going from Tarsus to Damascus & how he was converted into a Christian, he then went & preached to the people CHRIST'S teachings. How often he had been scourged, thrown into prison, often hungry & tired, & often in shipwrecks. He had never been received gladly by the people, & had to overcome great difficulties.

Felix listened to this & then he ordered Paul to be put in prison until he (Felix) had thought over Paul's speech. Felix did not really want to decide & as his governorship was nearly up, he gave it up & Festus became governor. Paul was then brought before him & he had to deliver the same speech to him.

At the time of Paul's trial King Agrippa came to visit Festus & the governor asked Agrippa if he would try Paul, the king consented & Paul went through the same speech again. After this Paul appealed to

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Caesar at Rome.

ques. 2. What problems are presented by II Corinthians? Construct the probable events between the two Epistles.

ans. In the first place II Corinthians is wrongly arranged, the last chapters 9-13 should have come first for in these chapters St Paul is scolding the people, & in the beginning chapters 1-9 he talks to them nicely & is sorry for having written such a scolding letter.

In that case as Paul ends up his first epistle in a friendly manner, the Corinthians must have gone back to their old ways again. Between the I & II epistles, explaining the reason why Paul begins by scolding them. Paul writes his epistles & sends them by Titus as he is getting too old to go long journeys. Titus brings him news as to how the Corinthians received his epistles. They were angry at the scolding letters, but became more friendly when St Paul forgave them.

It was in Athens that St Paul saw the inscription to "The Unknown God" whom Paul proceeded to tell them about when he saw it. ("The Saviour of the world", vol. V, was ordered but it never came)

Form VIComposition. Nello Cuninghame.

ques. 2. An essay on "The Washington Conference".

ans. The invitation from President Harding of the United States to Britain, France, ^{and} ~~the~~ Japan for the purpose of discussing disarmament at Washington, came as one of the greatest surprises the world has ever had.

For the United States & at the beginning of the war maintained a strict neutrality saying that they would not mix themselves up in European affairs, and for them to be the first to want to discuss disarmament surprised every nation.

Britain, France, and Japan at once sent their representatives across, Mr Balfour was one of the British representatives, Monsieur Briand from France. At the opening of the Conference Mr Hughes, the President's secretary read out the plan for disarming, the points of it were, that all the nations should reduce their navy only keeping enough ships to safeguard their interests, to reduce the army in the same way also not to make any more cannons, guns, tanks, & other war material. It was also suggested that the use of mustard gas during war should be done away with, it has not been agreed to yet as they are still discussing it.

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The reducing of the Navies is spoken of as the five-five-three ratio, this meaning the reduction of the ships in proportion to the size of each nation's navy.

M^r Balfour in speaking about disarmament said that he hoped that the Americans realized that for a nation like Britain it was impossible for her to do without a Navy, for the United States it was different they being so much larger and not having so many colonies, for Britain to look after her colonies without would never do, for one thing she was an island & without a Navy she would be at the mercy of every nation. President Harding then

answered M^r Balfour's speech in a friendly way and said he quite realized the position of Britain. Monsieur Briand at first would not agree to disarmament, France having suffered too much from Germany, but gradually he came round.

Another feature of the conference was the Pacific Treaty, each nation agreed to not to interfere with each others' possessions in the Pacific and if any dispute arose between them they were to ask the opinions of the others and

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not to go to war over it.

Some of the nations said that the plant for building war materials would be wasted but many of the factories can be converted easily into other useful things, tank factories can be used for motor-cars, aeroplanes for pianos & gramophones, and anyhow aeroplanes are used for peace uses, and many others can be altered for making useful articles.

Some of the gun factories can be put to make electric and steam plant.

One thing, however, which caused a great deal of discontent was the ordering for the battle-cruisers before the Conference when the Government knew that it was coming on, and then cancelling them a fortnight later.

The Clyde shipbuilding yards had been forced to discharge men owing to there being no work, and the battle-cruisers were hailed with delight, as they would relieve unemployment, Yarrow's yard was on the point of closing down when the order came, and as it was a matter of some thousands of men becoming unemployed the battle cruisers were accepted gratefully.

Newcastle-on-Tyne also lost one, which made it a great pity that they had ever been ordered.

Form VIEnglish Grammar. Nello Cuninghame

ques. I. Analyse, parsing the words in italics, —

"There in a wailful choir the small gnats
mourn.

Among the river-sallows, borne aloft
or sinking as the light wind lives or dies
And full-grown lambs loud bleat from hilly bourn;
Hedge-crickets sing, and now with treble soft
The redbreast whistles from a garden-croft,
And gathering swallows twitter in the skies."

ans. "There in a wailful choir the small gnats mourn
simple sentence.

Among the river-sallows, subordinate, sent.

borne aloft, sub. sentence

(or) sinking as the light wind lives or dies, sub. sent.

(And) full-grown lambs hilly bourn, ^{principle} simple sent.

Hedge crickets sing, simple

(and now with treble soft,

the redbreast garden-croft Simple sent

(And) gathering swallows skies Principle sent.

Compound Sentence.

Form VIEnglish Grammar contd. N. Cunningham

in,	prep. gov. choir.
a	indef. art.
wailful	adj. describing choir.
borne	verb. active, ^{indicative} nom , mood, neuter, nom case
aloft	adverb
sinking	verb, neuter, active, ind mood, nom. case
loud	adj. describing bleat.
now	prep. gov. adverb of time.

Form VILiterature.Nello Sunninghame

ques. I. write an essay on Wordsworth or Shelley, some-
-what in Matthew Arnold's manner.

ans. Wordsworth, the poet of nature, is after,
Milton, Shakespeare, ^{Burns} Molière, & Goethe, the
best poet we have, although his poems are
arranged wrongly, not by the publisher, but by
himself. Instead of ~~no~~ arranging them as
lyrical, ballads, etc. he arranged them in his
own way which does not place him beside any
of the other poets. His best poems are "The
Fountain, the Highland Reaper, & Michael."
Wordsworth's sonnets were very well written, but
there are others far nicer in his nature poems,
for instance —

"I wandered lonely as a cloud
That floats on high o'er hill & dale
When all at once I beheld a crowd
A host of golden daffodils,
Beside the lake, beneath the trees
Fluttering & dancing in the breeze."
is one of his finest nature poems he has ever
written.

ques. I write scenes from the "Dingle at Night."
(Romany Rye).

ans. George Borrow becomes a gypsy & lives with

Form VI.Literature.Nello Funnigame.

the Romany tribe. He & Isopel Berners, hereafter Belle, live in a caravan by themselves, & in another dingle not far away live M^r Petulengro, Iawno Chikno, St M^r Sylvester, M^{rs} Petulengro, M^{rs} Chikno, M^r Chikno, & Ursula whom Borrow afterwards discovered to be married to M^r Sylvester.

It Belle & Borrow are sitting in the dingle at night, & whilst drinking a beverage, Borrow tries to teach Belle Armenian, whereupon Belle refuses to be taught, & in the end gets quite angry & marches into the caravan to sleep.

Another night Borrow & Belle go up to their friends dingle & have a long talk M^{rs}

Petulengro wishes to dress Belle's hair in the gypsy fashion much to Belle's annoyance who does not think it at all proper that the men should be sitting looking on whilst her hair is being done, but the gypsies do not concern themselves about this.

ques. IV write what you can of Huxley's day Sermon
on a piece of chalk.

ans. Chalk is really formed by sea animals' shells which when they die is washed by the sea and is driven up on our shores & forms chalk rocks & cliffs

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as in the much talked of chalk cliffs of Dover.
This makes very fertile soil & many plants grow on it, there is not much chalk in Scotland.
The water in chalk districts is soft and is used for mineral purposes.

It is found in such animals as the sea-urchin, oyster, razor-shell, etc. it forms a crust inside the shell caused by the action of the sea on the shell, and the substances & salt combined.

ques. III

Describe shortly the opera scene in Vittoria.

ans.

Italy which had been under Austria so long, now became desperate, so that Agostino the Chief made up a play which was to be acted in Milan on the night of the 15th. The play was really showing how Austria behaved towards Italy, the characters taking Austria's part, & others Italy, this the quick witted Italians saw when it was being acted.

The chief character in the play was the Prima Donna Vittoria, she it was who had the good voice, which was to give the signal for the rising against the Austrians.

Before the night, however, Vittoria had given a hint to an Englishman, Wilfrid Pierson by name, as to what was going to happen. Vittoria had fallen in love with him whilst she was staying in

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England, and he was now serving in the Austrian Army, and she felt that she must warn him about the rising as she could not let him be killed although he was only an old lover, for she now loved Count Ammiani. In some way the Italian Barto Rizzo got to know about Vittoria having warned the Austrians, so he had pinned a bronze butterfly to her dress, meaning suspected, this he had done some nights before the play. The play consists of three acts, & in the last one Vittoria sings a song "Italia shall be free", this is the signal, and as the curtain drops the whole house rises with cries of "Vittoria". The Austrians try to arrest her, but fail, she escapes to a carriage waiting outside after having said goodbye to Wilfrid. The De Prymonts & her maid go with her.

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ques. 4.

What was the influence of Greece & Rome on the development of Christianity. Account for early persecutions.

ans.

It was not until Constantine came to the throne in 323 A.D. that Christianity was officially recognized. Its doctrines and organizations were shaped under the influence of Greece & Rome, although the Roman officials regarded the Christian church as a secret society, and so caused it to be persecuted. The Christians would not worship the statue of the emperor, which made the Romans angry.

Christianity was only for those endowed with a Hellenic culture, and taught in the wisdom of the schools.

Pope Leo III crowned a German, Charlemagne as emperor of the western half of the Roman Empire, it was not until Mahomet II took Constantinople in 1453 A.D. that the Roman empire ceased to be. It was the Christians in Greece who influenced Russia later on.

Ecclesiastical dioceses were formed instead of secular divisions, the Roman emperors from now onwards tried their best to stop the spreading of Christianity all to no purpose. Pope Leo III had a small piece of land to govern called the Patrimony of St. Peter.

Form VI.History.Nello Cuninghameques. III.

ans.

What were the terms of the Congress of Vienna?

The Congress of Vienna met to reconstruct Europe after the Napoleonic wars, it sat from the end of 1814 to 1815, and it altogether ignored the principles of Nationality & Democracy, that is the freedom of individual states, and the freedom of individual man, it also tried to establish the stability of ruling princes.

Of all the men that met at Vienna the three outstanding ones were Talleyrand from France, Tsar Alexander I from Russia, and Metternich from Austria, the ablest of these three and also the shiftest was Talleyrand, all the time he was trying to get the power into his own hands, and he wanted to renew the reigns of the Bourbon kings in France.

Tsar Alexander was also fairly able, but he had not the cunning^{ness} of Talleyrand nor the oppressing hand of Metternich.

Metternich kept the Slav states in subjection and altogether he oppressed many of the countries.

The terms were, —

France, that her frontiers should be pushed further back, but she should retain Alsace-Lorraine, she was to give Germany her fertile

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country near the Rhine so the watch on the Rhine began.

The Netherlands, Holland & Belgium were to be united although they were both different in race, religion & language, showing fully Metternich's oppression.

Denmark was taken from Norway & given to Sweden in recognition of the latter's assistance in war.

The Balkan Peninsula was divided up much against their will, & Bessarabia taken from Turkey & given to Russia.

Italy groaned under the heavy yoke of France, Piedmont, Nice, & Sardinia were united instead of being under Genoa. The Congress kept peace for 33 years.

ques. I. What was the condition of the Powers at the beginning of the Great War.

ans. At the beginning of the war the powers were divided into two groups the Triple Alliance comprising Germany, Austria, and Italy, and the Triple Entente comprising Great Britain, France & Russia.

When the Archduke Franz Ferdinand of Austria was murdered by two Bosnian-Serbs, Austria was naturally angry with Serbia, after 48 hours

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the two nations were at war, Germany naturally went to Austria's aid, and as she always had her knife into France she turned her attention to Belgium knowing that Great Britain would help France, it then remained to be seen what Italy would do, for a long time she remained neutral, and then broke away in 1915.

Russia naturally helped France & Great Britain, but she did not help very much owing to Bolshevism which started in 1914.

Germany had for a long time been preparing for war against Britain, during the Dreadnought period of 1908 she built many battleships.

ques. II

Account for ill-feeling towards Britain in the U.S. A. before the war.

ans.

Ever since Britain set foot in America she has stirred up ill-feeling, from the Slave Independence War down to the Slave War of 1861. This latter war was between the Northern states & the southern, this was over the slaves who were being badly treated. The north was better armed, they were led by Grant & Sherman, the south was more scattered and not so thickly populated, their leaders were Lee & "Stonewall" Jackson, for a long time this war raged, the

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north finally gaining on the south.

The cause of ill-feeling to Britain was that she (Britain) said she had the right to seize British American ships & search them.

The northern states had the "Alabama" built in Britain along with four others, for the purpose of sending them down to blockade the southern ports, this of course led to discontent in the south, who did not like a neutral ^{country} state favouring either side.

During this war Abraham Lincoln was President, and he was more anxious than any one to free the slaves, he was president from 1860 to 1865, and he did his best to gain friendly relations between America & Britain.

The first President of America was George Washington who naturally had his capital at Washington.

The Monroe Doctrine which was really invented by J. Q. Adams, had three principles,

- (1) that America should not be used for European quarrels.
- (2) all disputes in America should be settled by the President
- (3) that America was not to be drawn into European quarrels.

Form VIEvery-Day Morals & Economics.Nello Cuninghame

ques. II. write an essay on out-of-door life for the children.

ans. Children should have as much out-of-door life as possible, so that they can get as much sun and air as possible. This is where our summer is far too short for solar light is very necessary for growing children. Even in the winter they should be out too, as no harm can come to them provided they are kept warm & glowing, for it is the loss of animal heat that causes colds not the "wetting", if a child gets wet he should be changed at once as it is the damp clothes drying on him that takes away the heat from his body and causes illness, the wetting will do no more harm than an ordinary shower bath. This is where waterproof garments of all kinds should be tabooed for they prevent the evaporation of any perspiration from the skin, and this is one of the ways of keeping one's skin healthy. Serge coats should be worn for they can be taken off directly the child gets home, on the other hand waterproofs may be worn if the child is going to school, church, or a neighbour's house where he cannot change his clothes. One mother said "I

Form VIEvery-Day Morals & Economics.Nello Cuninghame

send my children out for two hours in the summer and one hour in the winter. Yes, but this is not enough, she said that she sent them out, but she did not say that she went with them.

The mother ought to go with her children if she possibly can, as they will be always asking questions about flowers, birds, trees, the position of the sun & so on. They should be taught to observe the sun and his positions at morning, noon, & evening, the difference between his path across the summer sky & the winter sky, how he reaches his height at midday and how the higher he is the more vertical are his rays therefore the more heat he gives out, they should also be taught the directions & how to find them, also that the direction of wind is the quarter from which it is blowing from, not blowing to.

After a time they may be given a compass & told to find their direction by it.

Another thing which is useful is the teaching the children boundaries, a certain field is bounded by a wood on the south, a house on the north, or a burn on the east. etc. they will then know some practical geography. The mother should let the

Form VIEvery-Morals & Economics contd.N. Cunningham

Children run off to some cottage or wood & when they come back get them to describe what they have seen, this will make them accurate.

In describing foreign countries to children the mother can easily change a reedy swamp into a Chinese rice field, a wood into a dense jungle, and a large, flat, field into a vast prairie.

It is a very good thing to have meals out-of-doors, but this is not always possible, the oxygen helping the digestion of the food.

Even for town children, nature study is not impossible, if crumbs are put out, many birds will come, mostly sparrows, but even these are interesting and the children will learn much by observing their habits, and all their different ways.

It is not impossible for town children to go for walks, if it is not a large town it is quite easy for them to reach the country, and they should be out just as long as country children who do not always make full use of the air.

A good saying is "Never be within doors when you can rightly be without".

ques. I.

Write an essay on the dialogue "In the Porch of the King Archon".

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ans.

Every-day Morals & Economics. contd.

Plato wrote the dialogue between Socrates & Euthyphro to bring out his argument ^{about} between piety & impiety.

Both these characters have been arrested and are waiting in King Archon's porch before their trial. Socrates is being tried for having been impious to the gods, and Euthyphro is taking an action against his father, who threw one of his servants into a ditch after having first hurt him where the servant died.

The two then start an argument about what is pious & impious, is a thing which is dear to the gods pious, and if one does something which is dear to them are they pleased.

Socrates & Euthyphro argue about this for a long time but do not arrive at any definite answer.

ques. III

Describe, in Ruskin's manner three scenes from his boyhood.

ans.

~~When Ruskin was a boy he went to stay.~~

When I was young my mother took me to see my aunt who lived in Bridgeend, Perth, beside the banks of Tay. I enjoyed myself here immensely, there were three girls, & three boys, I liked Mary best, she was tall & thin and had long hair, she was about 15 years old,

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The other two girls I did not care for, they had long, fair, ringlets which always annoyed. Of the three boys I liked Charlie best, he was always so bright and full of fun, although he was very much older than me, he was in a shipping office in London, and he nearly always brought me something from London. Shortly afterwards he went on a voyage and was drowned. The other two John & Robert were still at school. Whilst staying at Perth my mother said I should learn to ride, so one day I set out on a Shetland pony with someone leading me, these riding lessons did not last long for I was so stupid I could not sit on, & always fell off at the corners.

After having stayed at Perth, I visited

Schauffhausen & Milan, I do not remember much about these visits, as I passed through the places so quickly, and as we usually travelled in a closed cab with four horses, I did not have much chance of seeing the countryside.

Another place of my childhood was Herne Hill where I always remembered the almond blossom in the spring, the fruit, however, I was never allowed to touch.

Geography.Nello Luringhame

ques. I. Show the gradual expansion of England in the 18th century.

ans. The two large countries which ^{Britain} ~~England~~ had gained by the 19th century were Canada & India, by the time Britain had finished with Canada, India attracted her attention.

The French had already gained a good deal of ground there, & Britain knew that if ~~France~~ got it all that British trade would be in danger, and also that if she Britain could gain it for herself it would be a valuable addition to her colonies, not only for trade but for population.

We would not have won India either if a great man had not come forward, and that man was Lord Clive.

When he was quite young he became a clerk in the service of the East India Company, he gradually rose until he became Governor-General, he was so successful at handling the natives that he town after town, he was accused of bribing, but he was not tried for it like Warren Hastings.

He was the next great man to come forward

Form VIGeography.Nello Puringhame.

in Macaulay's essay, however, the trial of Warren Hastings is thought more of than it need have done, for really Warren Hastings' act of bribery was not such a dreadful crime as Macaulay makes out, to read it one would at least think that he had murdered someone.

After many struggles we got India from the French who were very obstinate under their leader Dupleix, but India up till the present has been useful, now it is becoming more bother than it is worth, & ~~is~~ is just a second Ireland.

ques. II Distinguish between surface & deep-seated springs.
Account for mineral springs.

ans. When rain falls it naturally sinks into the soil, until it reaches rocks which it cannot penetrate, the water then flows along the top of the rocks until it finally comes out through the earth at a lower level than what it went in at, this forms a spring, but this kind is known as a ~~deep~~ surface spring.

The deep-seated kind is where the water goes to a greater depth in the earth, and goes many miles before it finally appears as a spring.

Many springs, however, have mineral matter in

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Geography contd. Nello Junninghame
 them, this is due to the rocks through which the
 water flows, if it is chalk or lime the water
 carries some with it and this makes it white in
 colour, and gives it a peculiar taste.

There are many of these mineral springs, at
 Strathpeffer, Bath, Harrogate, and abroad in
 Switzerland and Germany, invalids take these
 waters, it is supposed to make them better.

Salt-water springs are very rare, as the sea
 does not, (at least it is exceptional unless in the
 recent tidal wave of Dec. 17th) encroach on the
 land far enough to cause a spring.

ques. 4. What is a prismatic compass? Illustrate its use
 with diagrams. How could you find the height of
 a tall tree on a fine day by means of a walking
 stick & a foot-rule?

ans.

A prismatic compass is used by surveyors when
 they sight the land for making anything, it
 is different to the mariner's in having a
 sighting fixed which the surveyor holds level
 with the eye, and marks down on his sheet
 in what direction the object lies. He then goes home
 & draws out the plan to scale. The tree's
 shadow must be measured, after having first
 found out by the foot-rule what length the
 stick is.

ques. I.

What do you know of the Jurassic system?
Describe the oolite division with sketches of fossils.

ans.

The Jurassic system is divided into three groups, the Lower oolite, the Middle, & Upper oolites, the Jurassic stretches across England from sea to sea, the two main divisions are oolite and Lias

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the latter is also divided into Lower, Middle, & Upper Lias.

The scenery of the oolites is mostly flat with here & there a valley, but the soil is very fertile being blue & grey limestones, this stone is used for building purposes.

Many of the ancient fossils disappear from this system, there are some Gynads, Conifers & Ferns in the plant kingdom still show in this system.

Molluscs, Teleostei, some Nautilus, fishes and Gasteropods have been discovered, but no mammals are seen until the Cretaceous system & even then only a few jaws & teeth.

The Jurassic only occurs in Scotland in Raasay & Skye; at Brora in Sutherland it was worked for coal.

In England the rocks occur near Swanage across to the North Sea, and in Yorkshire (Cleveland). The Lias is not very much to the fore in either country, but more fossils have been found in it than in the Jurassic.

The rocks of the Lias are harder but rest unconformably on other systems.

Form VI

ques. II.

Biology, Botany contd. N. Cunningham

What do you understand by leaf-mosaic? What is its purpose & on what does it depend?

ans.

The leaf-mosaic is the arrangement of leaves so as they each receive a share of light.

No leaves can exist without light they depend upon sunlight for the making of chlorophyll to give them their green colour.

If you look at the end of a branch of a Sycamore tree, you will notice that the smallest leaves are near the top, & as they go down the branch they increase in size, the Beech & Hazel are differently arranged, the leaves grow up the branch with the tops lying flat to the sun. This mosaic gives the trees their graceful appearance, this of course, depends upon the arrangement of the buds. Everyone is familiar with the large, sticky, buds of the Horse Chestnut, the buds at the very end are terminal buds for next year these buds will continue the branch which in its turn forms a terminal bud & so on, if they are undamaged & then the lateral buds ~~down the side~~ form beside the damaged terminal bud & so cause the forked appearance of the branch. The rest of the buds down each side of the branch

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(1) Silver Birch in summer.
Note how the prevailing wind
has affected the growth.



(3) Branch of Birch
showing catkins.



(2) winged seed-vessel
of Birch.

Form VI.Biology, Botany contd. Nello Cuninghame

it is in the middle, with a vein running on either side. (see diag.) These seeds are borne by the wind sometimes to a great distance where they fall to the ground & start to germinate in the Spring, so that not many of the Birch seeds are wasted.

Many birch trees will grow with their trunks half covered by the water at the edge of a loch, whereas any other tree, with the exception of the sallows, (willows) would die from having the roots rotted.

The Birch also makes a good hedge, though the leaves do not stay on like the Beech leaves after they are dead.

The wood is not used for making heavy articles, as ~~the wood~~ it is too soft, but the branches make good garden brooms.

Many Birch trees have bunches of twigs near the top resembling a bird's nest, these are called "witches' brooms", they are caused by an insect which so interferes with the growth that the twigs all grow in a bunch, instead of going into branches, it is really a disease, & nearly every birch tree gets it after it has grown to its full height.

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Astronomy contd. W. Cunningham

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Form VI

ques. I.

Art Studies.

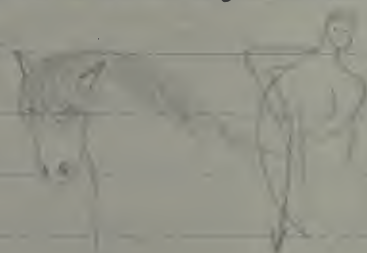
Nello Cuninghame.

Describe Watts' "Progress". What teaching does he give us in this picture? Give a rough sketch of the composition.

ans.

This picture is really very difficult to understand, in the foreground are some men, some of whom are working, and have not seen the vision of Progress, riding on a white horse in the sky above, but one man has seen it "to him only is the vision revealed", he has stopped work, and is lying back looking at Progress, as he rides across the sky with his bow and arrow in position.

"Your young men shall see visions" is realized in this picture, for the man who sees it is quite young.



Form VI

ques. 2.

Art Studies. contd. Nello Suringhame
Discuss the saying "Art for Art's sake", & show that it formed no place in the gospel of Giotto & his followers.

ans.

Before the great Florentine painters, many of the painters painted pictures just for Art's sake, but all the Florentine painters had deeper meanings to their pictures.

The Florentine school placed design first, the school of Venice placed colour first, "no picture can claim the right to existence that does not embody the allurements of both". Both the schools of Sienna & Umbria followed Florentine Florence in having design first.

One of the greatest Florentine painters before the great triumvirate Raphael, Michael Angelo, & Leonardo da Vinci, was Giotto.

In his colour & design he ranked first, he painted the life of the saints & the life of our LORD, and within these limits he explored the field of human passion & human emotion.

Giotto saved what was essential in Christianity from dwindling to the narrowness of a lifeless creed.

In the church at Assisi Giotto painted the frescoes of S^t Francis's life.

Form VIArt Studies contd. Nello Puninghame

The Florentine painters may be divided into four groups, The Devotional Painters, The Experimentalists, The Naturalists, and the Idealists, the school was also "the cradle of the modern artistic spirit". These painters "laid bare the deeper workings of the soul," other schools "depicted the external beauties of the world."

Massaccio, Perugino, Fra Lippo Lippi, Filippino Lippi, Ghirlandajo, Donatello, and Fra Angelico were all great painters of the Florentine school, but perhaps the three greatest the world has ever known are, Leonardo da Vinci, Michael Angelo, and Raphael Raphall, the great triumvirate.

Leonardo da Vinci could paint a fleeting smile without arresting it, and at the same time his figures were real, and each had a different expression. What da Vinci did for the face Michael Angelo accomplished for the human form as a whole. He altered his figures & studied perspective & foreshortening.

The last of the triumvirate is Raphael, his Madonnas are unsurpassed in humanity and divinity so effectually combined. Raphael, Da Vinci & Michael Angelo were contemporaries & associates.

Form VI.

Drawing.

Nello Cuninghame

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ques. I. A head in two positions.

